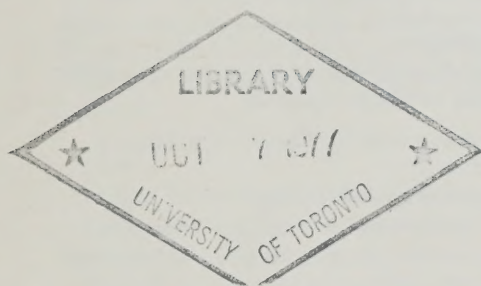# History
Intermediate
Division

3

The objectives set out for *Canada's Multicultural Heritage* may be achieved through different approaches to content organization. This support document contains three possible approaches: two (A and C) apply to Canada as a whole, and one (B) focuses on a study of the local community. Approaches A and C indicate two possible ways of organizing a year's course. Approach B provides strategies to help students develop an understanding and appreciation of the contributions of various cultural groups to our Canadian heritage through a study of the cultural reality of the local community.
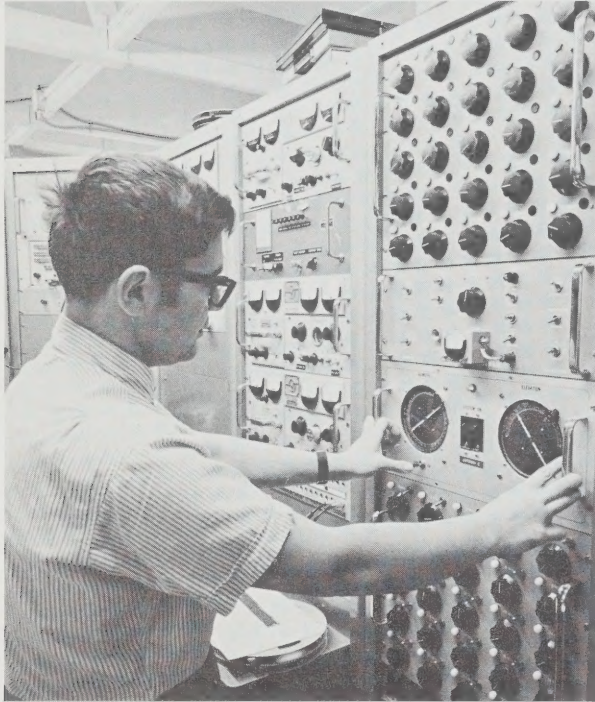
Canada's Multicultural Heritage

Approach A

Approach A was developed by:

Stewart Dicks, History Consultant, London Board of Education

Julia Saint, Teacher, Central Peel Secondary School (Brampton), Peel County Board of Education

John Bearcroft, Head of History, Eastview Secondary School (Barrie), Simcoe County Board of Education

Shaaron Sheahan, Co-ordinator of Social Sciences, Metropolitan Toronto Separate School Board

Rationale

Canada is a country made up of immigrants and their descendants. Each group that came to Canada had its special reasons for leaving its original home; each brought its unique cultural heritage; each experienced some form of cultural shock upon arrival; and each had to overcome a particular set of difficulties in adapting to the new environment. In short, each group altered the existing culture in some way and was in turn altered by the cultural and physical environments of Canada.

It is essential that Canadians of all national origins be made aware of the cultural heritage of other immigrant groups.

Principles of Organization

The course is chronological in character, and emphasizes two aspects:

1. Waves of immigration

The following questions provide an organizational guide in planning detailed unit investigations:

a) Why did the group come to Canada? (Investigate push-pull factors.)
b) What cultural heritage did it bring?
c) How was the group's culture changed? How did its culture change other groups with which it came into contact?
d) What difficulties did the group have to overcome?
e) What contributions did each group make to Canada?

2. Institutional roots

This theme focuses on those aspects of our culture that have been preserved in our basic institutions (e.g., legal, political, educational, religious, economic). These institutions were established during the French and British colonial periods, and have been partly transformed by the Canadian experience.

This organization creates a framework that emphasizes historical continuity, both in the Canadian sections of the course and in the studies establishing the roots of our culture outside of Canada.

Unit 1 Introduction

Focus of study
The purpose of the unit is to make students aware that Canada is a land of immigrants.

Content
— student family tree
— statistical study of the ethnic origins of the class
— immigration to Canada by country of origin *(Statistics Canada)*
— periods of immigration

Unit 2 Canada's Original Peoples

Focus of study
Canada's original peoples developed their culture in response to the challenge of various environments in North America. Their attitudes to the natural environment have influenced our current attitudes to natural resources.

Content
— origins; native legends; migration theories
— adaptation to natural environments
— relationship with nature
— attitudes to the land and natural resources
— a current ecological issue — e.g., MacKenzie Valley, James Bay, Reed Paper

Unit 3 The French

Focus of study
The people of New France brought the institutions and lifestyles of France with them, but were forced to adapt these to the realities of the physical and cultural (i.e., native) environment of North America.

Content
— a review of certain aspects of life in New France: government and law; social organization; economy; lifestyle; the arts
— a study of French institutions and lifestyles in the Age of Louis XIV in France
— an investigation of the extent to which New France was a 'carbon copy' of the France of Louis XIV

Unit 4 British Conquest of New France (1759-1791)

Focus of study
The British conquest brought British institutions, lifestyles, and people to New France. These were in turn modified by the physical and cultural environment.

Content
In Canada: British Government Policy

— the Articles of Surrender, 1759
— Proclamation of 1763
— Quebec Act
— Constitutional Act of 1791 (in response to the immigration of the United Empire Loyalists)

In Britain: Developments in the Tudor, Stuart, and Hanoverian Periods

— parliament
— justice
— constitutional monarchy
— cabinet government
— growth of colonial empire

Unit 5 The British Agrarian and Industrial Revolutions and the Great Migration of 1815-1850

Focus of study
The agrarian and industrial revolutions provided the thrust for the first *mass* immigration to Canada from the British Isles and western Europe. This wave of immigrants populated Upper Canada and provided the base for further expansion — demographic and technological.

Content
— the agrarian and industrial revolutions
— social and economic impact of the revolutions — a cause for emigration (push factor)
— statistical study showing population growth in Canada as a result of this immigration
— results for Canada: attitudes and values; technology; settlement

Unit 6 Great Migration (1896-1914)

Focus of study
The second mass immigration to Canada involved a great variety of cultural groups.

By studying a number of groups that took part in this mass migration, students will be able to understand:

— the social, political, and economic pressures in Britain and Europe that stimulated emigration;
— the Canadian government's policies that encouraged mass immigration to the Canadian West.

Content
Case studies of particular groups that took part in this migration (e.g., Ukrainians, Jews, Chinese) using the questions listed under Principles of Organization above. Through these case studies students will be given an opportunity to:

— appreciate the experience of immigration in human terms;
— investigate the value systems of particular groups.

Unit 7 The Twenties

Focus of study
Among the many immigrant groups who have come to Canada are those who left their homelands in order to preserve a particular value system or way of life. The First World War created many religious and political refugee groups, a limited number of whom came to Canada.

Content
Case studies showing:

— a religious group (e.g., Hutterites);
— a political refugee group (e.g., Ukrainians).

Unit 8   Post-World War II (A Synthesizing Unit)

Focus of study

Since World War II, well over four million immigrants have come to Canada. This phase of immigration involved a much greater diversity of peoples and cultures than the earlier movements. It is suggested that in this unit students be given the opportunity to engage in independent or group study in order to investigate the roots of their own culture or those of other students in the class. Through such studies students will be given an opportunity to:

a)   improve investigative skills;
b)   develop an appreciation of the multicultural reality of contemporary Canada.

Content
— statistics of immigration since 1945
— origins of immigrants
— independent or group studies of selected groups of immigrants. (*See also* Approach B.)

Unit 9   Canadian Immigration Policy

Focus of study

The purpose of this unit, which centres on a critical appraisal of Canada's immigration policies since 1867, is to help students clarify their attitudes towards our present policies and the alternatives for the future.

Content
— historical development
— present policies
— proposed changes (Green Paper on Immigration)

Unit 10   Canada: A Multicultural Society

Focus of study

The purpose of this unit is to give students an opportunity to explore the advantages and disadvantages of living in a multicultural society. Students should be encouraged to consider the topic from a personal standpoint ("Multiculturalism: What is it worth to me?").

Content
— concept of multiculturalism as a modern approach to dealing with cultural diversity which establishes each group's rights to cultural uniqueness, responsibilities for cross-cultural understanding, and full participation in building the Canada of the future

Approach B

Approach B was prepared by:
   Reno Bertoia, History Chairman, Assumption High School, Windsor Roman Catholic Separate School Board
   Leone Hamilton, Head of History Department, Bewating Collegiate and Vocational Institute, Sault Ste Marie Board of Education
   Claire Quinlan, Teacher, Queenston Drive Public School (Mississauga), Peel County Board of Education

Introduction

This approach is based on the following objective set forth in the Intermediate Division History guideline (*Canada's Multicultural Heritage,* p. 12):

— to develop an understanding and appreciation of the contributions of various cultural groups to our Canadian heritage through a study of the cultural reality of the local community.

Rationale

Each rural and urban community is composed of various cultural groups. Each culture brings to the community a unique heritage, lifestyle, and experience which, through interaction, enriches and vitalizes the community. An examination of the different cultures evident in the local community will broaden students' understanding of Canada, as each community is to a certain extent a reflection of the larger national community.

Approach

The emphasis in this unit is on individual student research and the sharing of cultural experiences. Students will interview men and women in the community, interpret records, and analyse documents in the process of examining the cultural character and life of the community.

Each student will investigate his/her own cultural roots and communicate his/her findings and insights to the other students in the class so that all students may have the opportunity of sharing in the cultural experiences of the community.

As stated, each student is encouraged to research his/her own cultural background. If, for personal reasons, this is not possible, the student could investigate a cultural group of his/her own preference.

This unit will be based largely upon resources such as the following: the local newspaper(s); consuls, embassies; ethnic clubs; community service board; Canada Census; telephone directory; municipal and church records.

Objectives

The student will be given the opportunity to:

1. examine the cultural roots of a community;
2. appreciate his/her own cultural heritage;
3. appreciate the contributions of various cultural groups to the life of the community;
4. appreciate the distinctive qualities of various cultures while recognizing the universals of the human experience;
5. examine the cultural interaction within the community;
6. develop awareness of prejudice and stereotyping;
7. research print and non-print materials, analyse data, interpret documents, and further develop reading, listening, and interviewing skills.

Content
Meaning of cultural heritage:

— definition of the terms *mosaic* and *melting pot,* conceptually and in the context of the community

Strategies

1. Students discuss family possessions that have been passed on from generation to generation — e.g., jewellery, grandfather clocks, family Bible, family photo album.

2. Students create their own family heritage album (*see* the Appendix for suggestions). Students later share this information in groups.

3. Students create a map of the world on the bulletin board. Using yarn, individual students connect their community with the country of their ancestors. (Note: The countries of origin of both male and female ancestors should be located.)

4. Students analyse the data contained in Canada Census, the local voting list, and the telephone directory to ascertain the cultural composition of the community.

5. Individual students or groups are assigned to designated areas of the community to study the various cultures manifest in churches, shops, cemeteries, etc.

Content
The individual student's country of origin:

— location

— economic, political, social, and religious conditions that gave rise to emigration

Strategies

1. Individual students undertake a geographical study of their place of origin.

2. They investigate the conditions that gave rise to emigration.

3. Students role-play the following situation: two members of a family make a key decision about their future; one decides to emigrate, the other to remain in his/her homeland.

Key thoughts: What is being left behind, materially and emotionally? What is to be gained materially?

4. Students make up the front page of a newspaper illustrating reasons for immigration to Canada.

5. The class invites immigrants (e.g., political or religious refugees) to talk about their background.

Content
Settlement and involvement in the community:

— reasons for locating in this particular community

— time line (years of immigration of particular cultural groups)

— difficulties encountered upon arrival: employment; accommodation; language; culture shock; prejudice; stereotyping

Strategies
1. Students study immigrants' letters to friends and relatives back home giving information on the trip, present location, etc.

2. Students conduct a neighbourhood or class survey on ancestors and plot a graph showing the dates of arrival of various groups to the community. Students then relate these dates to events in the country of origin.

3. Students mark the areas of concentration of the cultural groups on a community map.

4. Students examine a map of the community and identify resources, characteristics, and other potential opportunities that might have attracted immigrants (e.g., types of industry, agriculture, business opportunities, presence of certain cultural groups in the area, etc.).

In rural areas, students could trace the ownership of farmland through township maps and deeds (these may be available from the county registrar's office), identifying the cultural background of the various owners.

Key questions: Does the original group still play a dominant role in farming, or has the picture changed? Is there a pattern in the changes of ownership? Can you account for this? What conclusions may be drawn?

5. To motivate discussion, the teacher could show a film such as Bill Cosby's *On Prejudice.*
Class discusses the topic of prejudice with special reference to:
— recent events in Ontario illustrating racial prejudice
— ethnic jokes
— stereotyping (what is a stereotype? what stereotyped qualities are associated with different races?)
— discrimination (is there overt or covert discrimination in your community?)

6. The class follows up with an investigation using newspapers, employment records, records of real estate sales, and interviews with individuals of various ethnic backgrounds (including British and French).

Content
Family structure:

— traditional roles, responsibilities of family members

— clash of values

— festivals

Strategies
1. (a) Each student writes an analysis of the family structure traditional in his/her culture of origin.
    (b) Students make a collage depicting the various family structures (roles, responsibilities of various family members, etc.) described by members of the class.

(c) Students discuss family value issues (dating, economics of household, male/female roles, etc.) with reference to (a) or (b).

2. Students hold a Festival Week.
Day 1. Students bring in different types of food.
Day 2. Students bring in or wear traditional dress and display folk art.
Day 3. Students bring in traditional instruments (mandolin, bagpipes) and perform folk music and dances. They may wish to record the music they perform.
Day 4. Students explain and read or recite (in English or native language) poems, short stories, plays, limericks, proverbs.
Day 5. Students and various members of the community (invited by students) demonstrate native customs, handicrafts (e.g., Ukrainian egg-colouring), etc. Students should be encouraged to involve people from the community in these festival days whenever possible.

Content
Involvement in economic life of community:

— types of employment (same as in country of origin?); evidence of upward or downward mobility

Strategies
1. Students conduct a survey (interviews, documents, city directories, etc.) of various economic sectors — industry, business, agriculture — to determine whether there is a connection between type of employment and country of origin. What patterns emerge from the survey (i.e., do specific groups gravitate towards specific types or fields of employment)? What attitudes and values emerge from this survey (e.g., work ethic, education, thriftiness)?

2. Using the data collected, students classify the professions (e.g., doctor, lawyer, dentist) into cultural groups. Do specific groups seem to favour certain professions?

Content
Involvement in political life of the community:

— citizenship

— involvement in the three levels of government

Strategies
1. Students devise a questionnaire to be answered by first-generation immigrant relatives. The questions asked should throw light on the following:
— Do most immigrants become citizens as soon as regulations allow? Are certain groups more eager to become citizens than others? Are certain groups reluctant to relinquish their original citizenship?
— Which groups tend to become involved in government? At what level (local, national)? Do they become involved in political life through membership in a party? Through awareness of issues?

Content
Religion:

— various faiths and sects; architecture (e.g., mosques, synagogues, Eastern Orthodox churches)

— division of religious groups along cultural lines

— religious celebrations and different calendar years

Strategies
1. Students visit various churches, noting distinctive architectural features (in notes, sketches, photographs). They discuss their observations and consider the architectural features noted as a reflection of the culture concerned.

2. Students check church directories.

3. Students and people from the community explain the different religious celebrations (e.g., Bar Mitzvah).

Content
Local personalities, synthesis

Strategies
1. Students write a biography of a friend or relative.

2. Students invite a member of the community into the classroom to talk about his/her life and ancestry.

3. Is your community a mosaic or a melting pot?

APPENDIX
Family Heritage Album: Suggestions for Students

The Investigative Approach
As you set out in search of your ancestors, you become a detective. You don't need a lot of expensive equipment — just a notebook, a few pencils, an inquisitive mind, and a willingness to ask questions and dig for facts. Digging for ancestors is not merely a matter of collecting names: you're looking for more than "dry bones". You will find yourself in strange places, perhaps in a society whose customs and laws are very strange to you. You will learn more about the achievements, problems, dreams, and aspirations of your ancestors. As your ancestors become "flesh and blood" to you, you will understand more of your "family traditions", of your family's contribution to society, and of your own unique position within this family. You may also become more aware of the contributions that your ancestors and other ethnic groups have made to Canadian society.

First, talk to your parents: When were they born? Where were they born? Then go on to the relatives who live within calling distance. If any of your grandparents are alive, they are a good place to begin.

In talking to your relatives, ask such questions as the following:

1. Who were your parents? When were they born? Where were they born? (A family Bible can be very useful here. Watch nicknames; for instance, "Patty" may be a nickname not only for Patricia but also for such names as Martha and Patience.)

2. What was life like when you were young? What did you do for fun? What was school like? What did you do to help your parents? How did you decide what career you would follow?

3. What changes have there been in your *lifestyle* since you were about twenty-one years old? How much of this change has been brought about by (a) personal aspirations, (b) technological change (inventions), (c) developments in the community, (d) changes in government, (e) war, etc.?

4. If the relative whom you are interviewing has children and grandchildren, ask how the children were named and why.

Listen for anecdotes, family traditions, etc., in talking to your relatives.

Family papers and possessions
Ask to see family papers and possessions, remembering that these possessions are probably very precious to the person who has them in his/her keeping. Your resources may be very limited; what should you look for?

1. Ask to see the family Bible. The Bible may contain written records of births, marriages, and deaths. Some families slip important newspaper clippings concerning the family into the Bible. (Write any information you may find in your notebook — do not remove anything from the Bible.)

2. Ask to see the family pictures. Note fashions, hair styles, etc. Did men wear their hair long or short? Did they have beards? Look for prominent family characteristics (for example, shape of nose, shape of face, stature).

3. Ask about family heirlooms. How old is the grandfather clock? Where did it come from? Are there any dishes or ornaments that are old?

Odds and ends
— Remember that some religious orders use the Julian calendar, so you may find "double dates" of birth in the month of January.
— In the seventeenth century a stepchild was quite often called a son-in-law or daughter-in-law. "Brother" may mean "blood brother", "brother-in-law", or "stepbrother".
— You may discover that your family has a coat of arms.
— The general span between one generation and the next is 25-30 years.
— Most surnames are derived from names of places or occupations. For instance, John Atwood is "John who lived at or by the wood". Chandler derives from candlemaker. The French preposition "de" means "of".
— If you wish to search for information in foreign countries, you might try writing to the embassy of the country. They all have offices in Ottawa. The British Travel Association (336 Madison Ave., New York 17, N.Y.) has a pamphlet entitled "Tracing Your Ancestors in Britain". The Norwegian Ministry of Foreign Affairs, Office of Cultural Relations, has a pamphlet entitled "How to Trace Your Ancestors in Norway". The Swedish Ministry for Foreign Affairs, Press and Information Service, has a pamphlet entitled "Finding Your Forefathers".

Approach C

Approach C was developed by:
Jim Clemens, Education Officer, Curriculum Branch, Ministry of Education
Richard Kosty, Head of History, Tilbury District High School, Kent County Board of Education
Judith Brown, History Teacher, Sarnia Central Collegiate Institute, Lambton County Board of Education
James Ewing, Head of Social Science, Timothy Eaton Secondary School, Scarborough Board of Education

Courses developed from *Canada's Multicultural Heritage* should provide opportunities for students to examine the *roots* of *Canada's cultural heritage*. An analogy may be helpful in developing an understanding of the meaning of each of these four words. Canada's cultural heritage may be seen as a tree with many roots and branches: the branches represent the various *aspects* of our heritage — our political system, our legal system, technology, the arts, and lifestyles; the roots represent the origins of these aspects — for example, our legal systems may be traced to Britain and France.

While it is important that students consider the tree and its particular branches, it is even more important that they examine the *roots* of the tree. These roots lead to many places, both within the country and abroad. It is the teacher's task to provide learning experiences that allow students to trace the roots of particular aspects of our heritage.

One approach to developing a course would be to design a unit for each of the topics represented by the branches of the tree. Such a course would contain the following major unit topics: political institutions, legal institutions, lifestyles, the arts, technology. The object of each unit developed from one of the above topics would be to establish the situation as it now exists and then search out the roots of the situation — the ideas, circumstances, and events that led to the situation. For example, a unit based on *political institutions* could first briefly review our parliamentary system and then search for the roots of this system in the history of Great Britain. Similarly, a unit based on *legal institutions* would establish the situation as it now exists and then trace the circumstances and events that led to this situation to historical developments in Britain, France, and New France. Units built on the arts, lifestyles, or on technology would again establish the situation as it now exists and then attempt to search out the roots of the situation in the arts or lifestyles or technology — past and present — of the British, the French, and of Canada's original peoples, as well as of any other group that may have made a national contribution to the particular development under consideration.

A course using this approach would thus have five units — or possibly four, as the units on political and legal institutions could be combined. It would be concerned primarily with identifying the contributions of the English, the French, and Canada's original peoples to the culture of Canada. In addition, teachers may wish to examine contributions made by other groups. Any approach to the course must, of course, include a study of the contribution of the cultural groups present in the local community.